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ABSTRACT

The internships and cooperative education experiences offered at Michigan's 15 public universities were examined. The study focused on the following items: the organization of internships and cooperative education experiences on university campuses; ways employers and students access such work-based learning opportunities; the numbers of students who engage in these experiences; and the issues that employers, students, and university personnel face in filling work-based learning positions. Four broad categories of organizational patterns for providing work-based education experiences at the universities were identified: (1) centralized for both internships and cooperative education; (2) centralized for cooperative education only; (3) partially centralized; and (4) decentralized. According to estimates from university personnel, 30%-60% of university students participate in some kind of work-based learning experience during their college career. The following were among the study recommendations for improving coordination and communication of internships and cooperative education within Michigan's university system: (1) develop centralized databases at individual universities to provide the information needed to monitor program development; (2) place work-based learning coordinators across university campuses to meet the needs of individual departments while maintaining a better network for communication and coordination; and (3) develop a statewide network to facilitate coordination of work-based learning experiences among employers, students, and university personnel. (Contains 11 references.) (MN)

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The Internship Experience: Linking the University to the Workplace

A report from the Michigan Center for Career and Technical Education
at Michigan State University
and
The Michigan Economic Development Corporation

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The Internship Experience: Linking the University to the Workplace

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Executive Summary

The Michigan Economic Development Corporation requested the Michigan Center for Career and Technical Education at Michigan State University explore the system of internships at Michigan's 15 public universities. The study examines how internships and cooperative education experiences are organized on university campuses, including how employers and students access such work-based learning opportunities.

The study also examines the number of students who engage in internships and cooperative education experiences, including the number of students who take positions out-of-state. Finally, the study addresses issues employers, students and university personnel face in filling these type of work-based learning positions. Recommendations for improving the facilitation of internships and cooperative education based on best practices are included.

Findings from the study show a variety of organizational patterns for providing internships and cooperative education at the 15 universities. The patterns of the 15 schools are broadly grouped into four categories: centralized for both internships and cooperative education (3 schools), centralized for cooperative education only (2 schools), partially centralized (3 schools) and decentralized (7 schools). The organizational patterns determine whether a student or employer accesses the system through a central office such as career services or through individual university departments. The design of the system also plays a role in data collection and reporting methods. In addition, the study found differences among the universities – and sometimes within the universities – in the definitions of terminology, criteria for experiences, the distribution of credit and pay for work-based learning experience and reporting requirements of students and employers.

Comprehensive data on the number of students who participate in internships and cooperative education experiences were not available. In most cases, there was no centralized database to keep track of all students who participate in work-based learning experiences. However, estimates from university personnel indicate 30 to 60 percent of university students participate in some kind of work-based learning experience during their

college career. The majority of students choose experiences in Michigan. Only one university reported a large majority of its students engage in experiences outside the state.

Findings from this study indicate recommendations for improving the coordination and communication of internship and cooperative education programs within Michigan's university system. These recommendations include: (1) the development of centralized databases at individual universities to provide the information needed to monitor program development; (2) the placement of work-based learning coordinators across university campuses to meet the needs of individual departments while maintaining a better network for communication and coordination; (3) facilitation of forums to strengthen relationships among faculty and employers; (3) the development of information materials to communicate program criteria, expectations and access information to students, and distribution of information to all students through university Web sites; (4) the development of information materials to communicate program criteria, expectations and access information to employers, and distribution of information to employers through university Web sites; (5) and the development of a statewide network for facilitating the coordination of work-based learning experiences among employers, students and university personnel. To further understand the issues uncovered in this study, more research is required.

- All 15 universities facilitate some type of work-based learning experiences.
- Most universities are seeing an increase in student and employer interest in work-based learning programs such as internships and cooperative education.
- Definitions of terms and criteria for work-based learning experiences differ across university campuses.
- The 15 universities have different systems for coordinating and communicating internships and cooperative education experiences. The systems fall into four categories: centralized, centralized for cooperative education only, partially centralized and decentralized.
- Most universities have some type of online system for posting opportunities.
- The majority of universities do not have centralized databases for tracking participation in work-based learning experiences.
- Most universities encourage work-based learning experiences but do not require them.
- Criteria for work-based learning varies according to the needs of the employer.
- Work-based learning positions most in demand by employers are computer science, management information, engineering, accounting and marketing.

The Internship Experience: Linking the University to the Workplace

Today's university students are making the most out of the college years. University personnel across the country are seeing increases in the number of students who want internships, cooperative education, field work, practicums and other work-based learning experiences. It is no wonder, as employers across the country increasingly are looking for graduates with some professional work experience. A 1998 survey by the National Association of Colleges and Employers, for example, showed such experience ranks second, after communication skills, among qualities employers seek. Grade-point average came in sixth (Perry, 1999). The need for high quality employees is a result of a competitive work force. A recent article in the Detroit Free Press (Norris, 1999) states: "There are 725,000 high-tech workers in California, 200,000 in Massachusetts and a scant 90,000 in Michigan, the epicenter of the auto industry." With a pressing need for high-quality employees and a competitive work force, employers are increasing their interest in work-based learning programs. "Early this decade, about 50,000 companies, nonprofits and government agencies sponsored co-op programs; now almost 120,000 do" (Perry, 1999).

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Perry, 1999

With rising interest in work-based learning programs, universities are faced with the challenge of facilitating quality experiences for large numbers of students and employers. The significance of the challenge is illuminated by the realization that the state's 15 public universities each have different organizational patterns and different criteria for work-based learning programs. In addition, program criteria and definitions used to describe work-based learning experiences vary from school to school – sometimes from

program to program – making it difficult for employers, students and university personnel to communicate.

This report examines organizational patterns of work-based learning programs in Michigan's 15 universities to determine:

- How programs are organized
- The number of students who participate in experiences in-state and out-of-state
- Issues university personnel, employers and students face in developing a quality work-based learning experience
- Recommendations for improvement based on best practices.

Methods

All 15 public universities within the state of Michigan were included in the study. Our research design relied on qualitative survey methodology to inform data collection and analysis. Directors and internship coordinators within the student services and career services departments at each of the 15 schools were identified and contacted for participation in the study. These individuals were interviewed either in person or by phone. In addition, to augment the data collected from the directors and coordinators, several Michigan employers also were interviewed with regard to their perceptions of the internship experience in Michigan. The interviews were designed to gather information on a) how internship programs are organized; b) the number of students participating in in-state and out-of-state experiences; c) issues university personnel, employers, and students face in developing a quality internship experience; d) ideas for improving the internship experience within their institution.

Data were analyzed using content analysis procedures common to qualitative methodology. This analysis generated tentative categories or themes, which were then revised with subsequent analyses.

The findings are presented in terms of definitions used for the internship experience, numbers of students involved, and where they go. In addition, we present findings related to the organization of the internship experience, and student and employer connections. We close with a set of best practices and recommendations for improving the internship experience.

Definitions

Each of the state's 15 universities offers some type of work-based learning experience. These experiences are on-site work in fields that are directly related to the student's field of study. Unlike permanent or part-time employment, work-based learning experiences have a beginning and end date and are relevant to the student's curriculum. The types of work-based learning experiences differ, both in name and description. Among the 15 universities, there is no set of standard definitions. In general, however, schools in Michigan offer internships, cooperative education experiences, field study and practicums. Field study and practicums typically are curriculum requirements often tied to particular classes, and they are generally unpaid. This study, therefore, focuses on internships and cooperative education, which may or may not be for-credit or for-pay.

"Internships" at one university reflect the definition of "co-op" at another.

The definitions of "internship" and "cooperative education" vary from campus to campus and department to department. "Internships" at one university reflect the definition of "co-op" at another. Three universities, for example, do not have cooperative education programs, but use the word "internship" to mean a variety of experiences. For the 12 universities that use both "internship" and "co-op," however, there are some similarities in definition. "Internship" at these universities tends to be for a shorter time-period – usually a semester or less – than cooperative education programs, which typically consist of multiple, semester-long experiences. Students in cooperative education alternate between school and work, working one semester on the job and returning to school for the next semester. One school does offer a parallel program, in which students can engage in a cooperative education work experience while attending school.

Like the definition of terms, criteria for work-based learning experiences also vary from university to university and department to department. At some universities, students need to complete a year before they engage in an internship or co-op experience. At another, freshman are allowed to engage in an exploratory not-for-credit internship. At two universities, students need to complete their

8 Definitions

Permanent employment: No end date, not necessarily tied to academic program.

Internship: A semester or less work-based experience with a learning component, often tied directly to a student's academic program. May or may not be for-pay or for-credit.

Cooperative Education: Students typically alternate between a semester of work tied directly to a student's academic program and school. Some parallel programs exist. Generally for-pay, may or may not be for-credit.

Practicum and field work: Work-based learning experiences coordinated through a student's specific course or program. For credit. Generally not for pay.

sophomore year before participating in a co-op program.

Although none of the universities imposes grade-point average criteria on work-based learning, many of the work-based learning experiences at universities are tied to academic departments. Therefore, students must meet the department grade-point requirement for internship or cooperative education credits. Interviewees reported employers set standards for the kind of students they will accept for a position. With limited work experience, employers want students who have knowledge of their field.

"Employers may have GPA requirements or ask that the student has completed a certain course. (Employers) set their own criteria."

– university interviewee

Internships can be for-pay or not-for-pay. Students interested in social sciences and non-profit work are less likely to find paid internships than students interested in engineering or accounting. Cooperative education assignments, however, typically are for-pay. At one university, the status of an experience as being paid or unpaid determines whether it is an internship or co-op experience. At this university, the term "internship" is used for unpaid, for-credit work-based learning experiences. The term "co-op" is used for paid work-based learning experiences. Pay for these experiences varies depending on employers and types of projects. One Michigan university reported pay for cooperative education to be anywhere from $9 to $18 an hour.

There also are differences in the amount of credit a student receives for work-based learning experiences. One university does not give credit for any work-based learning experience. Another does not give credit for co-op experiences. The majority of universities, however, allow for the option of credit for both internships and co-ops. If an experience is for-credit, a faculty member in the student's curriculum area must approve the experience.

For-credit experiences also require much more feedback from the student and the employer. In order to receive credit for a work-based learning experience, students are asked to report what they learned through their

experience. The amount of feedback required depends on the university, the program and the number of credits awarded. At one university, students are required to enroll in a co-op course to receive credit for their co-op experiences. The course provides an orientation and has reporting requirements such as papers and presentations. Credit for work-based learning ranges from 1 to 16, depending on the length and rigor of the assignment and the maximum credits allowed by a department or university. For-credit experiences also require employers to provide feedback to the university. Generally, employers are asked to provide an evaluation of the student's work-performance.

Some students reportedly want for-credit experiences to either meet a requirement in their program or to add to their academic record. Yet, interviewees report many students are interested in gaining the experience and making connections to employers, but do not want to pay for the university credit. Experiences that are not for-credit typically do not require feedback. University personnel reported that it is difficult to obtain data on experiences that are not for-credit because there is no requirement for students to provide feedback to the university.

"Once a student finds a match, we don't hear from him again unless it is for-credit."

– university interviewee

The numbers

In Michigan, thousands of students participate in work-based learning experiences every year. Each of the 15 universities reported increases in the number of students engaging in work-based learning experiences. Accurate numbers of students who participate in these experiences are not available.

Only three of the schools have a centralized work-based learning program with a centralized reporting system and even in those schools, interviewees report difficulty in tracking every student who participates. Interviewees estimated between 30 and 60 percent of all students participate in some form of work-based learning before graduation.

Where they go

Most of the universities reported students stay in Michigan for work-based learning opportunities. Specifically, 12 of the universities reported the majority of students who participate in work-based learning take experiences within the state of Michigan. University personnel say travel expenses, lodging and being away from home deter students from taking out-of-state assignments. Those are some of the same reasons, however, other students go out-of-state for experiences. Two Michigan universities report about half of their students who engage in work-based learning go out-of-state for experiences because quality opportunities in neighboring states are in better proximity than the same type of experiences in Michigan. Another university estimated as many as 75 percent of students who engage in work-based learning experiences go out-of-state. The school is highly recruited by employers from California and New York and pulls students from across the country. (In the fall of 1998, 68 percent of its undergraduate population was from Michigan).

Interviewees estimated between 30 and 60 percent of all students participate in some form of work-based learning before graduation.

The work-based learning positions

Michigan universities by size and internship organizational structure

Organizational patterns are not limited by school size. Three of the state's four largest universities have either centralized or partially centralized programs.

	< 10,000	10,000-19,999	20,000-29,999	> 30,000
Centralized	1		2	
Co-op centralized	2			
Partially centralized		2		1
Decentralized	4	2		1

in the highest demand, across the state, include computer science, management information systems, engineering, accounting and marketing. University personnel report most difficulty in placing students in less specific majors, such as history or English, although they say it can be done if students are willing to look outside of their curriculum areas.

"People need writers and illustrators and historians in business. Students need to be willing to look at some of those areas as well."

– university interviewee

The philosophy and organization of internship experiences

While all the university personnel interviewed reported that work-based learning is in some way supported in the universities' missions, two universities reported that work-based learning is specifically addressed as a mission or goal of the institution. Many of the interviewees said university administrations are moving toward making stronger statements about the importance of work-based learning for all students. One interviewee reported the university has an interest in requiring every student to participate in work-based learning experience Another said 90 percent of its programs require work-based learning experiences. Four others reported between 10 and 60 percent of programs have a work-based learning requirement.

The patterns of organization

Collecting data on students' work-based learning experiences is one of the difficulties universities face, especially those with decentralized work-based learning programs. Of the 15 universities, only three have centralized programs. The centralized schools coordinate work-based learning experiences out of a centralized office such as career services. Programs at these universities maintain centralized databases, and career services personnel match students with employers. Students are required to get approval for the experience from an academic adviser if the experience is for credit. In the centralized systems, career services personnel have direct contact with students and employers. Students and employers, therefore, can access the system by calling the centralized office. In these programs, students and employers who begin at the academic department eventually will end up at career services.

Two of the centralized programs are at schools with more than 20,000 students. These programs employ coordinators who work for career services but are housed in different

areas on campus. They act as liaisons with academic faculty. Interviewees from these three universities reported the centralized system provides students and employers an easy access to work-based learning opportunities and a centralized database. An interviewee at the smaller university reported the university has a philosophy that supports a centralized system. Administration at this school does not want academic faculty spending time coordinating work-based learning placements.

"We've looked at the concept of a decentralized system. It's expensive."
– university interviewee

Two of the 15 universities in Michigan have a centralized work-based learning system for cooperative education but a decentralized system for internships. Like the universities described above, the centralized co-op programs offer one place for students and employers to access work-based learning opportunities. Career services personnel match students and employers and work as a liaison between academic faculty, employers and students. Unlike the programs above, however, these two schools do not keep track of internship experiences. Internships at these universities are considered to be short-term experiences, paid or not paid, and are coordinated through the academic departments.

Interviewees at both of these universities say having a decentralized internship program creates some confusion with employers and students. Employers who call the career services offices looking for interns will be directed to the appropriate academic department. However, the definition of "internship" versus "co-op" is causing some confusion among employers and students. In one example, a career services director received a call from an employer in the banking field. The employer asked to post an internship, but the experience the employer described fit within the definition of "co-op." To the employer, the term "co-op" implied a high school student and "intern" meant college student.

Three of the universities are partially centralized, with some departments relying on career services to coordinate work-based learning experiences and others working independently. In these schools, certain departments such as the business schools or engineering schools prefer to establish their own relationships with employers and coordinate their own experiences for students. These departments employ their own coordinators or provide faculty with release-time to provide these services. Students may access work-based learning opportunities either through their academic department or through the career services office. One interviewee reported having a decentralized system for larger programs makes it easier for students and employers to access opportunities in those areas.

"I'd like to see school placement make more of an effort to work with employers ... rather than us having to call them and keep calling them back."

employer interviewee

"It's good for (engineering) students to have it all right here. It's good for recruiters to have it all right here."
– university interviewee

Another interviewee suggested reasons some departments may choose

to be decentralized include accreditation requirements or a desire to have control of where students are placed. Some departments also want to maintain employer relationships for students in their own department.

"We run into problems with departments because they don't want to share their employers."
– university interviewee

Seven of the universities have decentralized systems for work-based learning. In the decentralized system, students and employers access work-based learning experiences through academic departments or can go through career services, which generally has its own list of opportunities. None of the seven universities was able to provide as complete information as the centralized universities, but interviewees in these programs said the benefits of decentralization include a closer connection of the experience to the academic curriculum and strong relationships with employers in specific academic fields.

Student and employer connections

Services provided to students at these universities vary. Some departments offer regular orientations and seminars to students looking for work-based learning experiences. Others encourage students through class visits and departmental postings. One student interviewed reported her academic department did such a good job coordinating experiences that all she had to do was provide her adviser with a resume.

The biggest challenge to a decentralized system is gathering complete data on employers and students and making sure all students have access to all work-based learning opportunities.

Universities connect to employers through mailings, phone calls and employer visits. However, some university personnel interviewed reported there is such a large pool of employers already recruiting students, they have not had to be too aggressive in getting employers. For employers not already in the recruiting pool, however, that makes access to universities difficult, particularly for regional or smaller employers.

"I'd like to see school placement make more of an effort to work with employers and meet their needs rather than us having to call them and keep calling them back."
– employer interviewee

Issues of access

The issue of access is most challenging in the decentralized system, where employers and students work directly with academic departments. While the decentralization system works well for students who are well-connected within the academic department, students who are not as connected or students from a different department may not be aware of or have access to certain work-based learning opportunities. Likewise, employers who have strong relationships with faculty or academic departments may have no trouble getting the word out about their opportunities, and a decentralized program may point them to exactly the kind of students they want. However, employers who are not as well connected or who have positions that may not fit within a specific academic department may have difficulty finding the candidates they want.

Access to work-based learning opportunities at centralized programs is a bit easier for employers and for students. There is a central database

and postings are made available to all students.

"It's one-stop shopping."
– university interviewee

The Web

Most universities, even those without a centralized program, post work-based learning opportunities on the university Web page or through a national Web site, such as Job Track. One university reported only permanent job postings are placed on the Web site, although at that university there is an initiative to increase the ways students access work-based learning opportunities.

Some national Web sites are free to students, but not to employers. At Job Track, employers post positions online and the positions are available to universities across the country. University Web sites, however, are generally offered without cost to students or employers, and postings can be accessed by any registered student. While the Web offers the opportunity for any student to access any posting, data-collection remains an issue if the student chooses an opportunity that is not for-credit.

Relationship building

Many of the universities also are working to develop better relationships with employers. One of the career services interviewees talked about a program she coordinates that brings faculty and employers together for regular forums. Other initiatives by universities to reach out to employers include visits to work sites, invitations for career fairs, on-campus interviews and mailings.

Employers and university personnel understand the importance of work-based learning to students' development, and students know work-based learning opportunities lead to permanent jobs. The issues employers and universities face in regard to the growing number of students interested in work-based learning have to do with communicating opportunities, coordinating efforts while maintaining the quality of the learning experience, and finding effective ways to collect data.

What some universities are doing

There are several university programs using effective methods for communicating opportunities, coordinating effort and collecting data. The first of these universities offers a centralized program run out of the university's career services center. The program has career advisers in the career services main office and two satellite offices across the campus. The satellite offices allow the career services staff to better meet the needs of students and departments while maintaining a centralized database and communication system. The program has standard forms for students and employers, including forms for learning objectives and student and employer evaluations. Each student meets with a career services adviser. The adviser and student work together to develop a resume and find a match from work-based learning postings. The student then works with an academic adviser to develop a learning plan and gain approval for the experience.

"We explore a lot of different opportunities. We didn't used to have people assigned to specific colleges, but it really helps with students, employers and faculty."

– university interviewee

Another program takes the satellite idea to another level by placing career services advisers, who coordinate internships and co-ops, in every college on campus.

The program provides 24-hour service to students and alumni that can be accessed through the university Web site. The program also offers counseling, advising, a series of student development workshops, resume development, job strategies and interviewing. The program also develops work-based learning opportunities through its alumni association. The collaboration with the alumni association invites alumni to be career allies, providing resources and information on work-based learning opportunities and permanent employment. Alumni also can offer job shadows or informational interviews.

Another university, which is decentralized, employs an internship coordinator out of the career services department to provide information to employers and students and to help individual departments meet their own needs. The internship coordinator maintains strong relationships with faculty, keeps a database of students who engage in work-based learning opportunities and sends out a packet of material to students

and employers that explains how to access opportunities in each academic area. There is further decentralization of the university being planned, which may lead to individual internship coordinators at the college or department level. If coordinated with the career services center, the school could be another model for meeting the needs of individual departments while maintaining communication and coordination across the campus.

What employers are doing

While Web-based programs like Job Track work for some employers, many still prefer to meet face-to-face with students and go through the university to find a qualified student. "Companies are on campus more than ever," said a university interviewee. As an example, one employer is developing an academic relations department to specifically improve relations with universities and secondary schools. One of the goals of the department is to determine what makes a successful work-based learning experience and work with academic personnel to develop a strong learning program.

Recommendations

The issues university personnel, students and employers face in developing quality work-based learning experiences revolve around the coordination and communication of opportunities. Access to work-based learning programs, coordination of services, and maintaining accurate records are qualities of an effective program. Centralized programs provide easy access for employers and students, and centralized databases can be resources for collecting information about work-based learning activities. A centralized database or Web site also can provide an accessible reference for students, employers and faculty interested in connecting students and employers to work-based learning opportunities. Decentralized programs may have the advantage of creating closer curriculum ties to work experience. However, a few of the centralized models indicate strategic placement of career advisers within academic areas can effectively support academic programs while maintaining a coordinated work-based learning program.

Key findings of this study point to some recommendations for improving the coordination and communication of work-based learning among employers, university personnel and students. The following recommendations are based on the findings from this report:

☑ At each university, establish a central database of students and employers who participate or are interested in work-based learning. The database could be used as a referral system and a means for collecting information on the number of students and employers who participate, where students go for work-based learning experiences, which academic areas are addressed by the experience, the type of experiences in which participants engage, and feedback from students and employers regarding their experiences. The data will help the university determine direction for the program and provide a basis for improvement.

☐ Provide work-based learning coordinators at the university's department or college level to meet the specific needs of students and employers. Coordinators could establish communication links with other coordinators so information regarding work-based learning opportunities can be easily shared.

☐ Develop material for employers and students that clearly defines work-

based learning terms, criteria and expectations and provides the points of access for work-based learning programs and procedures to follow if an employer or student contacts the wrong office. Post information on Web sites and in university bulletins and work-based learning brochures.

☐ Conduct work-based learning orientations for students, faculty and employers.

☐ Strengthen relationships between employers and faculty by hosting employer-faculty forums to discuss elements of quality work-based learning experiences.

☐ Develop Web sites that post all work-based learning opportunities on campus and provide access information on the site.

☐ Develop a statewide system that provides employers with a directory of access points to universities and university faculty and gives students a directory of employers interested in providing work-based learning opportunities. Such a resource could be made available on the state of Michigan's Web site. A statewide program could develop further into a clearinghouse of work-based learning opportunities and a support service for employers and universities. A clearinghouse could help to communicate the definitions and criteria for work-based learning experiences and coordinate connections between employers, universities and students. Services of the clearinghouse could include a Web site for matching employers, universities and students, forums for employers and university personnel focused on the development of employer-university relationships and the development of work-based learning programs.

The study presented here is just the beginning of a look into the picture of work-based learning in Michigan. Implications for further study include a study of employers to determine common issues they face. Likewise, interviews with a sampling of students across the state may shed light on the experiences students have had, the effectiveness of current programming, and students' recommendations for improving those programs. Finally, this study revealed a majority of universities have decentralized programs where work-based learning criteria vary from department to department. A more comprehensive study looking across a few academic programs may yield a deeper understanding of the work-based learning process within the state universities.

"We didn't used to have (advisers) assigned to specific colleges, but it really helps with relationships with students, employers and faculty."

university interviewee

Conclusion

The increase in work-based learning across the country mirrors the rise of Michigan students and employers interested in work-based learning. For Michigan employers to stay competitive in attracting students to local opportunities, however, the state's employers and universities need to develop stronger relationships and better processes for coordination of services and communication of work-based learning terms, criteria and expectations. Centralized databases and strategic placement of work-based learning coordinators throughout the universities along with further study of the issues employers, students and faculty face could provide a strong base for better communication and coordination of work-based learning programs across the state.

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Michigan universities, 1999 enrollment figures and career service department phone numbers:

University	Enrollment	Phone number
Central Michigan University	16,650	517-774-3068
Eastern Michigan University	24,000	734-487-0400
Ferris State University	9,766	231-591-2685
Grand Valley State University	15,676	616-387-3311
Lake Superior State University	3,437	906-632-6841
Michigan State University	42,603	517-355-9510, ext. 335
Michigan Technological University	6,460	906-487-2313
Northern Michigan University	7,826	906-227-2800
Oakland University	14,379	248-370-3250
Saginaw Valley State University	7,400	517-790-4286
The University of Michigan - Ann Arbor	51,293	734-764-7460
The University of Michigan - Dearborn	8,350	313-593-5020
The University of Michigan - Flint	6,488	810-762-3250
Wayne State University	30,730	313-577-3390
Western Michigan University	26,575	616-387-2745

Enrollment figures were taken from the Michigan Department of Education Directory, Colleges and Universities, 1999, pp 5-7.